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ABSTRACT

The persuasive effects of a message and personal uses for its content were examined with a user-based approach which considered individual cognitive involvement. The researchers sought to identify those communication and selection conditions in media treatments of specified subects most likely to have the desired effect on student attitudes. Using a mediagraphy, instructional media on the topics of mainstreaming and disabilities were chosen according to either student-expressed interests or teacher/media specialist perceptions of student interests, or were unrelated to student interests. The 120 sixth-grade subjects were pre- and posttested to determine attitudes toward the topics. The communication conditions (cognitive processes) involved user or non-user input through media selection pre-questioning. Follow-up interviews with 16 students determined their uses for presentation information. Groups receiving media based on student-expressed interests had a more positive attitude toward disability, though not mainstreaming. Participation in the pre-selection inquiry did not affect attitudes, indicating cognitive involvement through expression of interest in a topic cannot predict a more positive attitude, but may be related to more personal information use. Overall group interests may be effectively expressed by a peer group, making direct expression of users' interests unnecessary. Teachers and media specialists were unable to determine what most interested students. (LMM)

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COMMUNICATION CONDITIONS AND MEDIA INFLUENCE ON ATTITUDES AND INFORMATION USES: THE EFFECTS OF MEDIA SELECTED IN RESPONSE TO STUDENT INTERESTS ABOUT MAINSTREAMING AND DISABILITIES

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COMMUNICATION CONDITIONS AND MEDIA INFLUENCE ON ATTITUDES AND INFORMATION USES: THE EFFECTS OF MEDIA SELECTED IN RESPONSE TO STUDENT INTERESTS ABOUT MAINSTREAMING AND DISABILITIES

by

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PERSUASIVE FILMS AND FILMSTRIPS PRESENTED TO 120 SIXTH GRADE STUDENTS HAD AN EQUAL IMPACT ON THEIR ATTITUDES AND USE OF THE INFORMATION REGARDLESS OF WHETHER THE STUDENTS' EXPRESSED INTERESTS WERE TAKEN INTO ACCOUNT DURING THE MEDIA SELECTION PROCESS.

THE USE OF INFORMATION PRESENTED IN PERSUASIVE FILMS AND FILMSTRIPS WAS THE SAME FOR STUDENTS WHO WERE OR WERE NOT COGNITIVELY INVOLVED IN A QUESTIONING PROCESS PRIOR TO THE MEDIA PRESENTATION.

STUDENT #1 IN THE STUDY WAS BLIND. WHEN GIVEN A CHOICE OF FILMS AND OTHER MEDIA ABOUT DISABILITIES FROM WHICH SHE MIGHT OBTAIN INFORMATION, SHE CHOSE THOSE WHICH WOULD HELP HER TO UNDERSTAND HER OWN DISABILITY BETTER.

STUDENT #2 IN THE STUDY WAS WELL-ADJUSTED AND SEEMED CALM IN HIS RELATIONSHIPS WITH FRIENDS AND TEACHERS. THEREFORE, HIS INTEREST IN A FILMSTRIP ABOUT YOUNG PEOPLE WITH EMOTIONAL DISTURBANCES WAS MERELY ACADEMIC.

STUDENT #3 IN THE STUDY HAD NO APPARENT DISABILITY, YET SHE PICKED AS HER FAVORITE FILM ONE ABOUT BLINDNESS. THE MYSTIQUE SURROUNDING PEOPLE WHO ARE BLIND MUST HAVE AROUSED HER CURIOSITY.

All of the above statements are false. Despite all the research about communication, its effects and uses, a great deal remains to be learned about the uses people, particularly young people, make of information and the effect it has on them. This study provides a setting in which the effects and the uses of mediated information can be examined and answers can be sought to some of the unanswered questions about the communication of a message and the result of the communication.

Background to the Problem

Research about media and communication has traditionally concentrated on the source, message, channel of communication, and the anticipated effects of the message (McGuire, 1973). In addition, researchers have become increasingly sophisticated in their understanding of the role of the receiver in a communication situation. For some researchers, the study of demographic characteristics such as age, sex and race or disability, and their use as predictors of effect has been the focus (Lin, 1977). Others have emphasized the uses people have for information (Streicher and Bonney, 1974). IN THE PAST DECADE SOME COMMUICATION RESEARCHERS HAVE INVESTIGATED COGNITIVE PROCESSES AND HOW THESE PROCESSES RELATE TO THE EFFECT OF A MESSAGE (Festinger, 1977; Perloff and Brock, 1980). STILL OTHERS HAVE FOCUSED ON THE RECEIVER, IN THIS STUDY THE STUDENT, AS AN INFLUENCE ON THE CONTENT OF THE MESSAGE. (Levonian, 1961, 1962, 1963; Dervin, 1979; Threlkeld and Bernatovitz, 1979; Simonson, 1979, 1981). THE LATTER TWO GROUPS OF RESEARCHERS, CONCERNED WITH THE USER OF INFORMATION, PROVIDED THE BASIS UPON WHICH THIS STUDY WAS FORMULATED, although the other elements of communcation enumerated above were also taken into consideration.

SOPHISTICATION IN STUDY OF THE RECEIVER OF INFORMATION LED TO THE HYPOTHESIS THAT COGNITIVE STATE INFLUENCES THE EFFECT AND USES OF INFORMATION. Festinger (1977) reports a number of experiments which show that when people have a feeling of dissonance, they will be very receptive to communication which would reduce this dissonance. Perloff and Brock (1980) maintain that "individuals are active participants in the persuasion process who attempt to relate message elements to their

existing repertoires of information." (p. 612)

Levonian pioneered in the user-based communication mode by producing an audience-tailored film about India. He pretested and categorized the interests and perceptions of a representative audience. WHEN THIS FILM PRODUCED ON THE BASIS OF USER INTEREST WAS SHOWN, THE AUDIENCES DID, INDEED, HAVE AN OPINION CHANGE IN THE DESIRED DIRECTION. There was no other type of films used so that the opinion change relative only to the film could be measured.

The Threlkeld and Bernatovitz (1979) research is more sophisticated in design. The premise upon which the researchers operated was that media has little effect when it does not directly address the concerns of users. Therefore, before the production of a slide/tape set, and subsequently a 16mm film, a group of possible employers of the handicapped were interviewed, and their concerns were directly answered in the media produced. It should also be noted that when the media was produced the creators took into account what is known about the components of the communication process, i.e., source, message, channel, etc. THE MEDIA BASED DIRECTLY ON USER INPUT, WAS DEMONSTRATED TO HAVE A GREATER EFFECT ON WHAT THE EMPLOYERS SAID THEY WOULD DO THAN DID OTHER MEDIA CONCERNING THE HANDICAPPED BUT NOT DIRECTLY ADDRESSING THE EMPLOYERS' CONCERNS.

Not only researchers, but also some producers of commercial educational media have come to the realization that user-based media is the most effective. Simonson (1981) reports the results of a survey of educational film-makers about the techniques they consider important in producing persuasive films. One of the most important characteristics listed by those who responded to the survey was that the films "be planned based on the results of a target audience assessment." (1981, p. 14) The

research with filmmakers was conducted by Simonson to attempt to verify six principles he had guidelines he had identified in a survey of the results of over 100 research studies dealing with attitudes and media. Simonson's (1979; 1981) guidelines are intended to serve as a guide for those who want to develop desired attitudes in learners. Guideline #1 states that "Learners react favorably to mediated instruction that is . . . relevant to them." (1981, p. 5) The question is how to determine what is relevant.

According to Lesser (1974), the content of Sesame Street, a program which has had long term success in gaining and holding the attention of children, is based on child testing; it was the first children's program to use this approach.

THE UTILITY OF USER-BASED COMMUNICATION IS NOT LIMITED TO ITS ABILITY TO PERSUADE. Dervin (1979) differs from many of the other researchers looking at user-based communication in that she is not interested in persuasive messages but in the use that people make of information. It is precisely because information is irrelevant to users that it is rejected or not noticed. Dervin suggests a number of ways to make communication more relevant, including "frequent uses of random samples of users detailing their information needs to determine the content of messages." (p.40)

THIS STUDY, WHICH HAS A USER-BASED APPROACH, LOOKS AT BOTH THE EFFECTS OF A MESSAGE IN TERMS OF PERSUASION AND AT THE PERSONAL USES MADE OF THE INFORMATION PROVIDED, TAKING INTO ACCOUNT THE COGNITIVE INVOLVEMENT OF THE INDIVIDUALS IN EACH CASE. Users were not involved in the actual production of media, but their stated interests did affect the selection

from a wide variety of commercially produced media. The design has both an experimental and an exploratory phase.

Problem Statement

The theoretical and conceptual questions were:

1) What are optimum communication and selection conditions for media on specified subjects to have desired effects in a teaching-learning environment? (Experimental)

2) Will students have uses for the media-presented information and under what communication and selection conditions? (Exploratory)

The specified subjects for this study were mainstreaming and disabilities. The communication conditions (cognitive processes) consisted of user or no user input prior to media selection. The selection conditions (consideration of user input during selection) were the choice of materials based on student-expressed interests, on teacher-media specialist perceptions of student interests or unrelated to student interests on the topic.

The practical implications of receiving answers to these theoretical and conceptual questions have significance for media producers and for educators. Those who have a specific aim, i.e., persuasion, either in producing or using media, have additional evidence which will allow them to predict success of their endeavors. Educators, including teachers and media specialists, who place emphasis on meeting the needs of the users, whatever they may be, learn whether this purpose is in conflict with a more directed purpose (can information be personally useful and have a directed purpose at the same time?) and become aware of conditions which

will make the information at hand or to be produced more useful to their students.

Research Methods

A PRETEST-POSTTEST EXPERIMENTAL DESIGN WITH CONTROLS FOR INTERNAL, EXTERNAL, STATISTICAL AND CONSTRUCT VALIDITY WAS USED (Cook and Campbell, 1979) FOR THE FIRST PHASE OF THE RESEARCH. The 120 students from six sixth grade classes in two schools were randomly assigned to six conditions. School A was randomly chosen to be the school at which questioning occurred (Groups 1, 2, and 3) and School B the school at which no questioning occurred (Groups 4, 5, and 6) prior to media presentation. The groups received the following treatments:

Group 1 Questioning with Materials Based on Student Interests

Group 2 Questioning with Materials Based on Teacher/Media Specialist Perception of Interests (Media chosen by teachers and media specialist of classes which did not question)

Group 3 Questioning with Materials Unrelated to Topic

Group 4 Non-Questioning with Materials Based on Student Interests (Media chosen by teachers and media specialists of questioning classes based on interests of Group 1)

Group 5 Non-Questioning with Materials Based on Teacher/Media Specialist Perception of Interests

Group 6 Non-Questioning with Materials Unrelated to Topic

Two types of instruments were used in the research: implementation

and data gathering. The implementation instruments were an inquiry instrument which, by the use of open-ended and close-ended questions, elicited from the students their interest about mainstreaming and disabilities, and a mediagraphy, consisting of all available media about mainstreaming and disabilities, annotated and keyed to the concepts on the inquiry instrument.(1) The data gathering instrument was a Semantic Differential Test with five adjective pairs relating to disability and to mainstreaming.

All students were pretested. A week later half the students were given the inquiry instrument to express their interests thereby having cognitive involvement with the topics before information was presented. Teachers and media specialists of these students selected media to use based on the concepts and the disabilities in which the students filling out the instrument said they were interested. (The concepts and the types of disability were rank-ordered and the selectors were given explicit instructions about how to interpret this data in making selections.) Teachers and the media specialist of the other students chose on the basis of what they believed students want and need to know. The media selected by these two groups was substantially different both in disability emphasized and in concepts which the media included. For two groups of students (Groups 3 and 6) who served as controls media totally unrelated to the topic was chosen.

Two weeks after the pretesting, selected media were administered in a forty-five minute period. Posttesting of all students followed immediately.

Hypotheses were related to the predicted effect of questioning versus non-questioning; to the predicted effect of materials selected based on

student interest, teacher/media specialist perception of interest, and no related interest; and to the predicted effect of an interaction between questioning and method of selection.

Experimental data was analyzed with Dunn's Multiple Comparison of Means test with means adjusted for covariate from ANCOVA tests. The two by three design had the following variables: dependent variables were communication conditions (two) and selection conditions (three). The independent variable was difference in attitude. T tests were also used to examine pretest-posttest change.

AN EXPLORATORY PHASE FOLLOWED THE EXPERIMENT DURING WHICH SIXTEEN STUDENTS WERE INTERVIEWED USING AN INSTRUMENT DESIGNED TO DETERMINE THE USES THEY HAD FOR THE INFORMATION GAINED. Interviews occurred during the two days following the media presentations. Answers were coded according to a Helps and Utilities Content Analytic Scheme developed by Dervin and associates at the University of Washington School of Communications (Dervin and Atwood, 1979). (For complete explanation of interviewing and analysis methodology see Dresang, 1981)

Results

In the experimental phase, statistically significant results (p .05) showed a more positive attitude toward disability in groups receiving media based on student-expressed interests. (Groups 1 and 4; there was no statistically significant difference between Groups 1 and 4 although the media was selected on the choices of Group 1 only.) The only statistically significant pretest-posttest change (p .05) also occurred in combined Groups 1 and 4. In this instance, it can be concluded that THE

OPTIMUM SELECTION CONDITION, WHEN PERSUASION OR ATTITUDE CHANGE IS AN DESIRED OUTCOME, IS THE CHOICE (OR, IF POSSIBLE, PRODUCTION) OF MATERIALS BASED ON USER-EXPRESSED INTEREST. There was no statistically significant change toward the concept of mainstreaming. However, this can be explained by the paucity of media on the subject of mainstreaming. Most of the students' questions simply went unanswered in this area or answered in media that was weak in presentation. (2)

NO STATISTICALLY SIGNIFICANT DIFFERENCE WAS FOUND BETWEEN THE ATTITUDES OF THOSE STUDENTS WHO PARTICIPATED IN THE INQUIRY ABOUT INTERESTS AND THOSE WHO DID NOT. (Groups 1, 2, and 3 versus Groups 4, 5, and 6) Nor was there a statistically significant interaction between participating in questioning and receiving media content based on the results of the questioning. Thus, neither the communication condition of participation nor that of non-participation could be considered significant. If this phenomena is generally true, it provides comfort to filmmakers who must rely on random samples. The interests of the students who responded to the questionnaire were apparently representative of those of their peers. The cognitive processing occurring during the questioning and prior to the media presentation did not make the students more receptive to the persuasive message.

The exploratory phase of the research, during which randomly selected students were systematically interviewed, added information and depth to interpretation of the experiment phase. SOME SURPRISING AND UNPREDICTABLE USES FOR THE INFORMATION PROVIDED SURFACED IN ANALYSIS OF THE INTERVIEW DATA. The students referred to at the beginning of this paper provide examples of unexpected findings:

STUDENT #1 Although she was blind and although her teacher repeatedly stated that this student was interested in more information about her own disability, she did not list blindness or visual impairment as one of her interests. In fact, she had a very great interest in an unrelated disability, mental retardation.

STUDENT #2 He appeared to be as well-adjusted as anyone might be, but in the course of the interview, he revealed that he identified with one of the emotionally disturbed boys in a filmstrip which was shown. Student #2's parents had been divorced the year before, and he felt he, at the time, could not cope just as the boy in the filmstrip could not. However, the boy interviewed stated that the filmstrip made him realize he himself was not emotionally disturbed because after a period of time he was able to recover and once again relate to family and friends.

STUDENT #3 Even though she had no apparent disability, this student had expressed an interest in blindness because, as she stated, "I have diabetes, and I think I might go blind some day." The film helped her realize that blind young people can lead normal lives, and it helped relieve her fears of blindness for herself.

Each of these students had personal uses for the information, but, interestingly, only one of them showed attitude difference toward the concepts tested after the media presentation. GROUP-ORIENTED DIRECTIONAL,

PERSUASIVE MESSAGES ARE NOT, APPARENTLY, ANTITHETICAL TO MESSAGES WHICH MEET INDIVIDUAL NEEDS OF INDIVIDUAL STUDENTS.

When the responses of the students interviewed were coded and counted, it was found that the students who saw the media based on their or their peers' choices named the most uses for the infor ation. This analysis also revealed that the students who themselves stated their interests and received media related to them named more personal helps for the information, e.g., "I was thinking I'm the only one who gets picked on, but I found out there are more people than me (sic) who get picked on for different reasons," as opposed to non-personal uses, e.g., "I know why people who are deaf talk the way they do." SO, ALTHOUGH COGNITIVE INVOLVEMENT IN THE SELECTION DID NOT RELATE TO ATTITUDE CHANGE, IT DID RELATE TO THE PERSONAL APPLICATION OF THE INFORMATION PRESENTED. It is possible, although by no means proven by this research, that the cognitive processing which occurred when the students were named their interests made them cognitively more receptive to the information.

Conclusions and Implications

To summarize, the conclusions of this research are:

1) MESSAGES PRESENTED THROUGH MEDIA ARE MORE LIKELY TO HAVE THE RESULT INTENDED IF THE INFORMATION IS THAT IN WHICH THE RECEIVERS ARE INTERESTED. (Selection Condition)

2) THE OVERALL INTERESTS OF A GROUP MAY BE EXPRESSED EFFECTIVELY BY A GROUP OF PEERS SO THAT THE INFORMATION RECEIVERS DO NOT NECESSARILY

HAVE TO HAVE BEEN DIRECTLY INVOLVED IN THE EXPRESSION OF THEIR INTERESTS. (Communication Condition)

3) THE COGNITIVE INVOLVEMENT IN THE ACTUAL PROCESS OF EXPRESSING INTERESTS ABOUT A SUBJECT CANNOT BE USED TO PREDICT A MORE POSITIVE ATTITUDE TOWARD THAT SUBJECT BUT IT MAY BE RELATED TO MORE PERSONAL USE OF THE INFORMATION. (Communication Condition)

Another important observation which accompanies these conclusions and which might be the subject of further study is:

TEACHERS AND MEDIA SPECIALISTS WERE NOT ABLE TO DETERMINE WHAT MOST INTERESTED THE STUDENTS, EITHER IN CONCEPT OR SUBJECT. THEREFORE, SOME OTHER KIND OF ASSESSMENT MUST OCCUR TO DETERMINE WHAT IS RELEVANT TO STUDENTS.

The nature of the research should be kept in mind in evaluating and applying the conclusions. The experimental portion of the research was as controlled as possible. Variables peculiar to the participating school district, schools, teachers, media specialists, students or media might mean that when replicated, the study would have different results. The nature of experimental research involving human subjects is such that in most cases replications are needed before firm conclusions can be reached. There is reason to believe, however, that replication would validate the statistically significant findings in the experimental phase of this research. The positive results are in harmony with both theory and other

somewhat similar research (Levonian, 1961, 1962, 1963; Dervin, 1979; Threlkeld and Bernatovitz, 1979; Simonson, 1979, 1981).

Replication of the exploratory, interview stage of the study is absolutely necessary before any firm conclusions can be drawn. It is also desirable because of the serendipitous data which emerged from the interviews.

THE CONCLUSIONS OF THE RESEARCH SUGGEST THAT IN THE PRODUCTION OR SELECTION OF MEDIA THE INTERESTS OF THE RECEIVERS AS EXPRESSED BY THE RECEIVERS DESERVE CLOSER ATTENTION. THE CONTENT OF THE MEDIA SHOULD BE RELEVANT TO THE USERS. Those persons wishing to continue to provide and use persuasive communication may need to look closer at the user as the initiation point of communication rather than the sender. Those persons who are interested in information seeking behavior and how people put to use the information they obtain need also to realize that the user-based approach will more likely assure the relevance of any media they might use or produce. THIS STUDY DEMONSTRATES THAT A COMMUNICATOR (PRODUCER OR EDUCATOR) CAN DICTATE AN OVERALL SUBJECT, SUCH AS DISABILITIES, AND STILL, WITHIN THAT SUBJECT, TAILOR THE MEDIA TO MEET THE NEEDS OF THE USERS.

More ways to assess the interests of receivers need to be developed. The implementation tools, the inquiry instrument and the media keyed to concepts, used in this study might be applied in other educational settings but would not be suitable in many situations.

THE NEED FOR IN-DEPTH KNOWLEDGE OF MEDIA IN AN EDUCATIONAL INSTITUTION IN ORDER FOR CONCEPTS AND INTERESTS TO BE MATCHED REENFORCES THE ROLE OF THE MEDIA SPECIALIST AS SPECIALIST IN MEDIA CONTENT. Maximum use of materials and information can be assured only if the media specialist is knowledgeable about and applies the principles of

communication to format and content of materials.

Of particular importance to media specialists is the understanding that while media based on student interests has the greatest impact in terms of attitude change and personal use, media tailored to student interest is not always commercially produced, i.e., media about mainstreaming in this study. Therefore, the production function of the media specialist is supported as essential.

A FINAL IMPLICATION OF THIS STUDY IS THAT THE DESIGNING OF TRADITIONALLY CATEGORIZED RESEARCH SHOULD BE RECONSIDERED, and rather than a study being labeled "experimental" or "case study" or "survey" research, it might employ a combination of these techniques as this study did in combining the experimental and post hoc interview stages. The interviews revealed uses of information that were not apparent from any of the testing while at the same time, the testing under experimentally controlled conditions yielded information that would not have been available from the interviewing alone.

NOTES

1) Before and after the closed-ended concepts statements, an open-ended statement inviting the students to name something they would like to know about mainstreaming and disabilities appeared. Sixteen concepts, listed following this article in the CONCEPT KEY which accompanied the Mediagraphy, provided the students an opportunity to check the concepts which interested them most. A sample page of the Mediagraphy is also included to illustrate how the media was coded according to concept. A concept index was provided for teachers and media specialists who were to choose media according to concept; an index listing media by disability emphasized was provided as well.

2) Although this study emphasized the content of the media in terms of concepts and subject matter rather than in terms of presentation, factors affecting the presentation were noted when the various media items were previewed. A number of interesting suppositions also came from a comparison of the media on mainstreaming and that on disabilities. The small amount of information on mainstreaming was in print material, not in narrative form or articulated by anyone with whom the students could identify, and had to be adapted to be included in this study at all. The lack of attitude change toward the concept of mainstreaming seems to stem both from the lack of information and from the poor presentation of what information there was. One aspect of this research which would be interesting to pursue is whether presentation in narrative form is related to attitude change.

Teachers and media specialists were instructed to use at least one print item and one non-print item in the media they chose for the forty-five minute presentation. This was done to avoid any possible preference for a format of media as a cause for attitude change or influence on information use. All classes involved used some information read from a book but relied mainly on films and filmstrips.

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SAMPLE PAGE FROM MEDIAGRAPHY
- 26 -

16mm Film

NICKY: ONE OF MY BEST FRIENDS. CRM/McGraw-Hill Films, 1978.
15 min. Color.

1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16

Visual
Physical

Nicky Sarames was born blind and with cerebral palsy. His parents wanted him to be accustomed to life as soon as possible, so enrolled him in a regular public school. The film demonstrates how a disabled child may be successfully mainstreamed into a regular classroom and how the similarities between non-disabled and disabled students far outweigh their differences. (The word mainstreaming is not mentioned.) Nicky, his friends and his teachers freely describe their feelings and their relationships. A typical day in Nicky's school life reveals that he excels at math. It also reveals the kinds of frustrations he experiences because of his disability.

16mm Film

NOBODY TREATS ME DIFFERENT. Films, Inc., 1977.
8 mins. Color. Best of Zoom.

2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Physical

Jimmy Kelly, a young teenager with cerebral palsy, describes his life at a mainstreamed school, how people meet him, his likes and dislikes, and his expectations for the future. The narrator is easy to understand yet at the same time seems as if it may be a person with cerebral palsy talking. Jimmy attends school in a mainstreamed situation. He plays hockey on a team with other disabled young people; his team successfully competes against teams with non-disabled players.

Book

ONE HANDED POWER by the Light and Bright Writers' Club of Wadewitz School, Racine, WI. Racine Unified School District, 1976.
49 pp. Illustrations and black and white photographs.

7

Physical

A spiral-bound, young people written compendium of the many, many things a person with one hand can do (ending with a section on what one can do with no hands). Illustrations are by the students themselves. The

CONCEPT KEY

Something else I'd like to know about mainstreaming or about disabilities but did not list above is

1. what causes disabilities.
2. what kinds of special help a disabled person needs which is different from that which a non-disabled person needs.
3. what disabled people can do to earn money when they get older.
4. how non-disabled people should act around disabled people.
5. how disabled people should act aroung non-disabled people.
6. whether non-disabled and disabled people are friends with one another.
7. what kinds of activities disabled persons can do which are the same as those which non-disabled persons do (in other words, activities in which disabled persons are mainstreamed).
8. when disabled persons want help and when they do not.
9. what kind of special equipment, if any, persons with disabilities need.
10. how it feels to be disabled.
11. what special problems disabled persons have which non-disabled persons do not.
12. what problems disabled and non-disabled persons have that are the same.
13. whether disabilities can be cured.
14. whether disabled people want to talk about their disabilities.
15. what kinds of attitudes bother disabled persons most.
16. what questions people without disabilities have about those people with disabilities.

16mm Film

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15 min. Color.

1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16

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2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Physical

Jimmy Kelly, a young teenager with cerebral palsy, describes his life at a mainstreamed school, how people meet him, his likes and dislikes, and his expectations for the future. The narrator is easy to understand yet at the same time seems as if it may be a person with cerebral palsy talking. Jimmy attends school in a mainstreamed situation. He plays hockey on a team with other disabled young people; his team successfully competes against teams with non-disabled players.

Book

ONE HANDED POWER by the Light and Bright Writers' Club of Wadewitz School, Racine, WI. Racine Unified School District, 1976.
49 pp. Illustrations and black and white photographs.

7

Physical

A spiral-bound, young people written compendium of the many, many things a person with one hand can do (ending with a section on what one can do with no hands). Illustrations are by the students themselves. The